



AUGENBLICK,
PALAICH AND
ASSOCIATES

Stakeholder Feedback on Draft Recommendations

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Presentation to the Select Committee on School Finance Recalibration
Cheyenne, WY
January 29, 2018

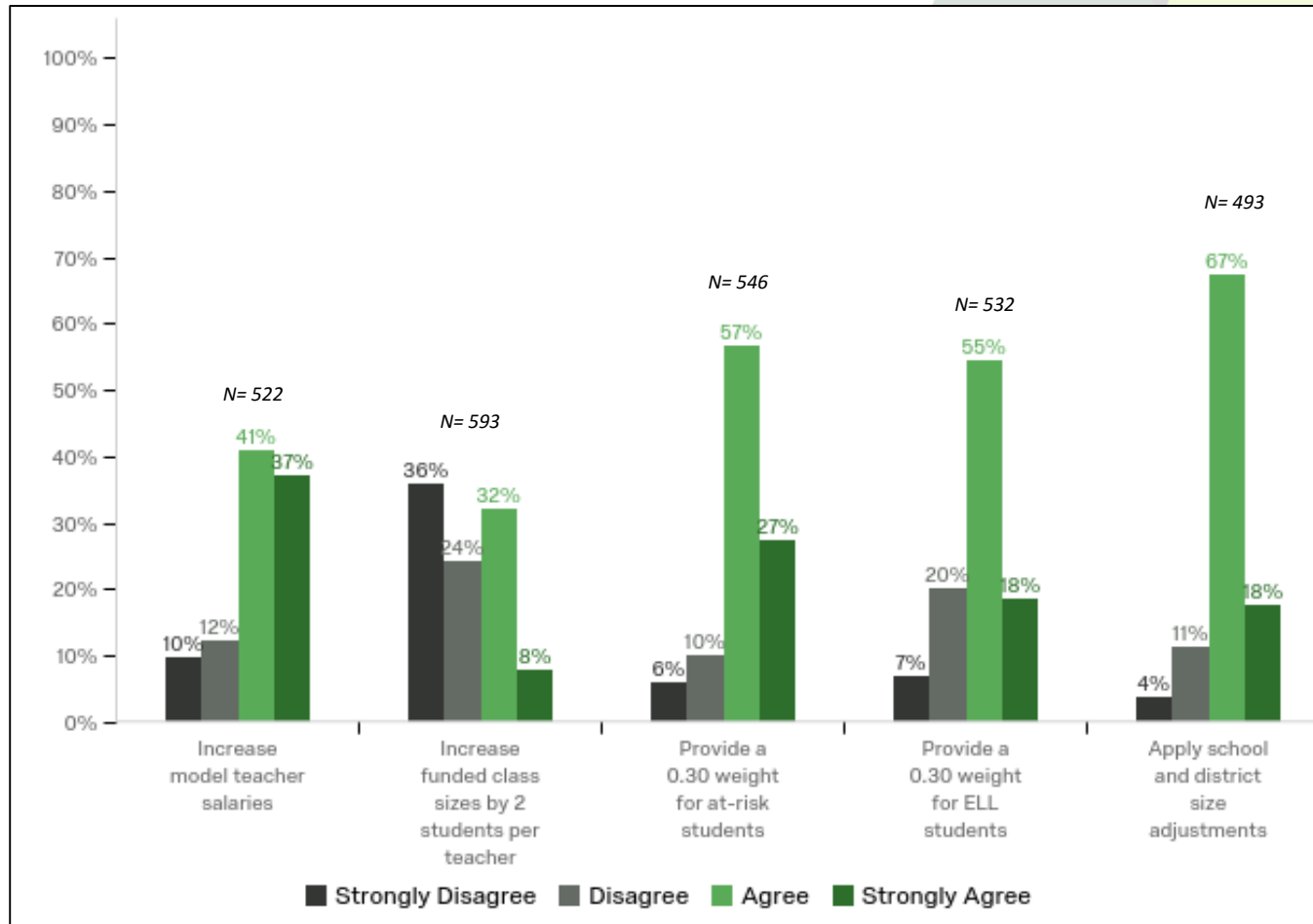
Presentation Topic

- Review of stakeholder feedback from online survey

Participation

- Online survey administered to gather feedback on draft recommendations
- About 600 participants
 - Primarily educators
 - About half of the respondents were from two districts
- First section asked about key recommendations, second section asked if they would like to provide additional feedback on other recommendations
 - Most responded regarding key recommendations
 - About 15-25 percent provided feedback on other recommendations, depending on the question area
- For each recommendation, participants were asked to indicate whether they agreed or disagreed
 - If a participant disagreed, they were asked to indicate whether they wanted to keep current resourcing, or provide more or less resources in that specific area
 - Also able to submit additional feedback through open response

Key Recommendations



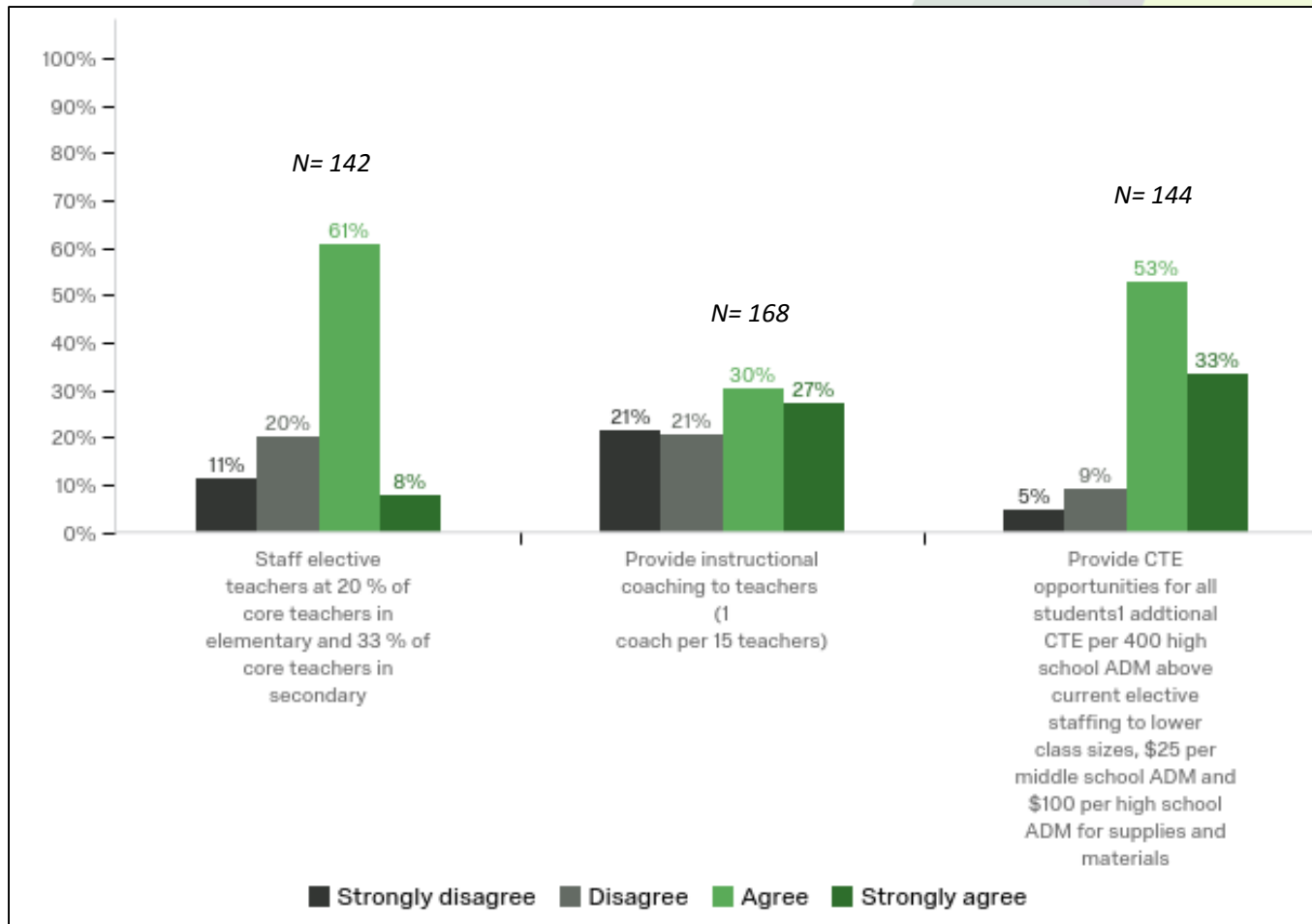
Key Recommendations

- Majority of participants agreed with recommendations to:
 - Increase model teacher salaries
 - Provide a 0.30 weight for at-risk and ELL students
 - Apply size adjustments
- Majority of participants did not agree with recommendation to increase class sizes
 - Of those that did not agree, 60 percent wanted to keep current resourcing, and 38 percent wanted to increase resources in this area

Key Recommendations

- Key highlights from the open response feedback:
 - Many participants felt that class sizes should not be increased
 - It will impact the success of all student; primarily, in the early grades.
 - These class sizes will become larger in some years which is unequitable for students
 - Electives are already very large and hard to manage
 - There are safety concerns with CTE classes by increasing class size
 - It will impact the amount of time teacher can provide social and emotional support
 - Participants also felt that teacher salaries should be increased
 - Wyoming needs to be the top 10 in the nation for teacher pay
 - Higher teacher pay will recruit qualified teachers and encourage teachers to stay in the field
 - Increasing class sizes means teachers need to be paid more
 - Several participants also felt that administration should be reduced at the school level and that schools across the state are too top heavy. Suggestions for reducing resources in this area were to:
 - Cut administrators' salaries
 - Have schools that are close to each other can share their administration.

Instructional Resources



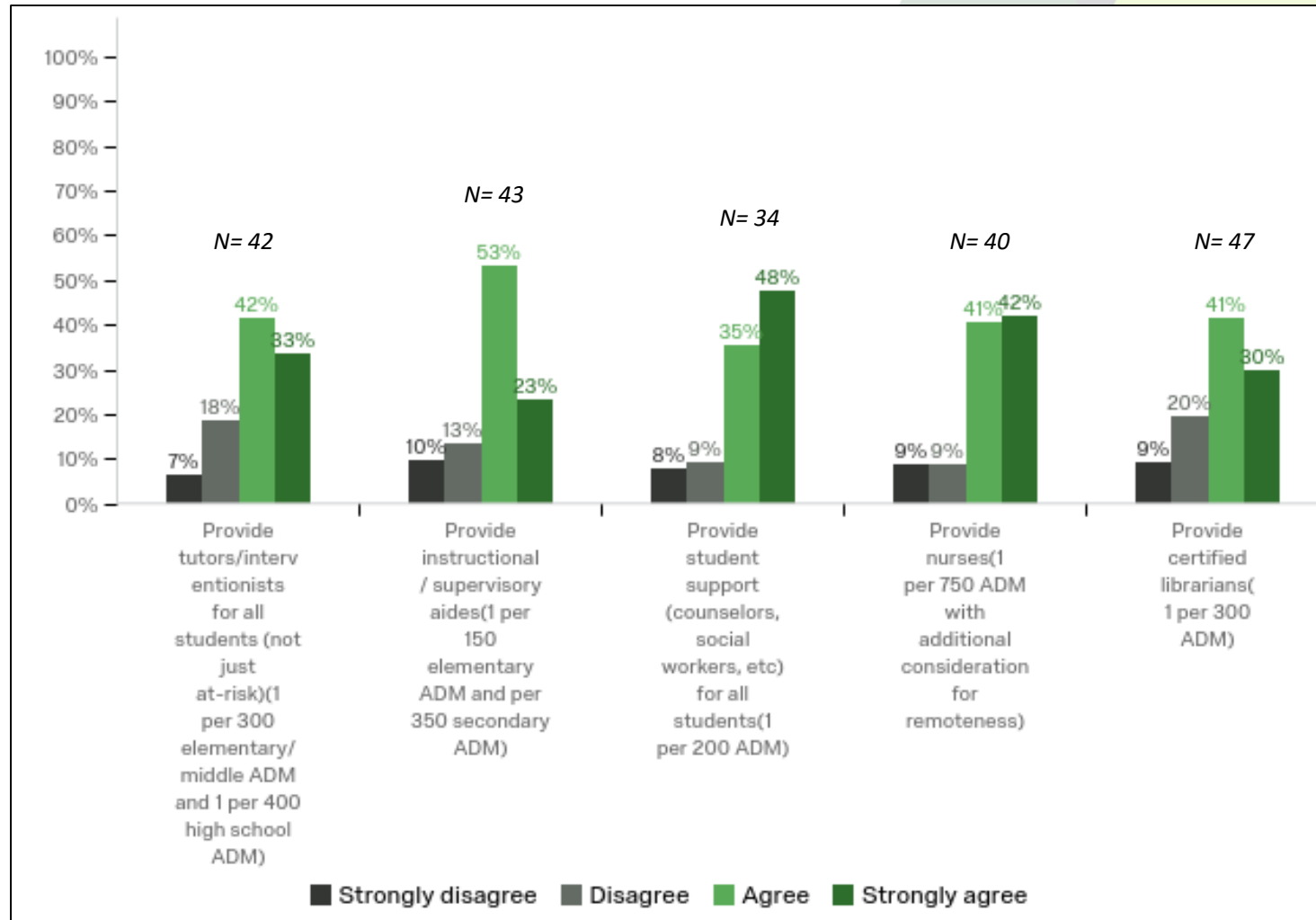
Instructional Resources

- Most participants agreed with recommendations to:
 - Fund elective teachers at 20 percent of core teachers in elementary schools and 33 percent of core teachers in secondary schools
 - Provide additional resources for CTE
- Feedback was more mixed for instructional facilitators
 - Of those that did not agree, 80 percent wanted less resources in this area

Instructional Resources

- Additional open response feedback:
 - Participants felt that Instructional Facilitators are not used correctly and as such, are not the most effective use of resources.
 - Need to be held accountable for student and teacher achievement
 - Currently, used to make administrators jobs easier which is not creating results for students
 - Teachers do not find them useful in their current role and the money could be better spent on direct student contact
 - Participants also felt that CTE is not adequately funded.
 - There needs to be resources provided for the arts from a CTE perspective.
 - Smaller schools need more CTE staff to offer the proper courses.
 - There needs to be CTE offerings at the elementary level to have students begin exploration.

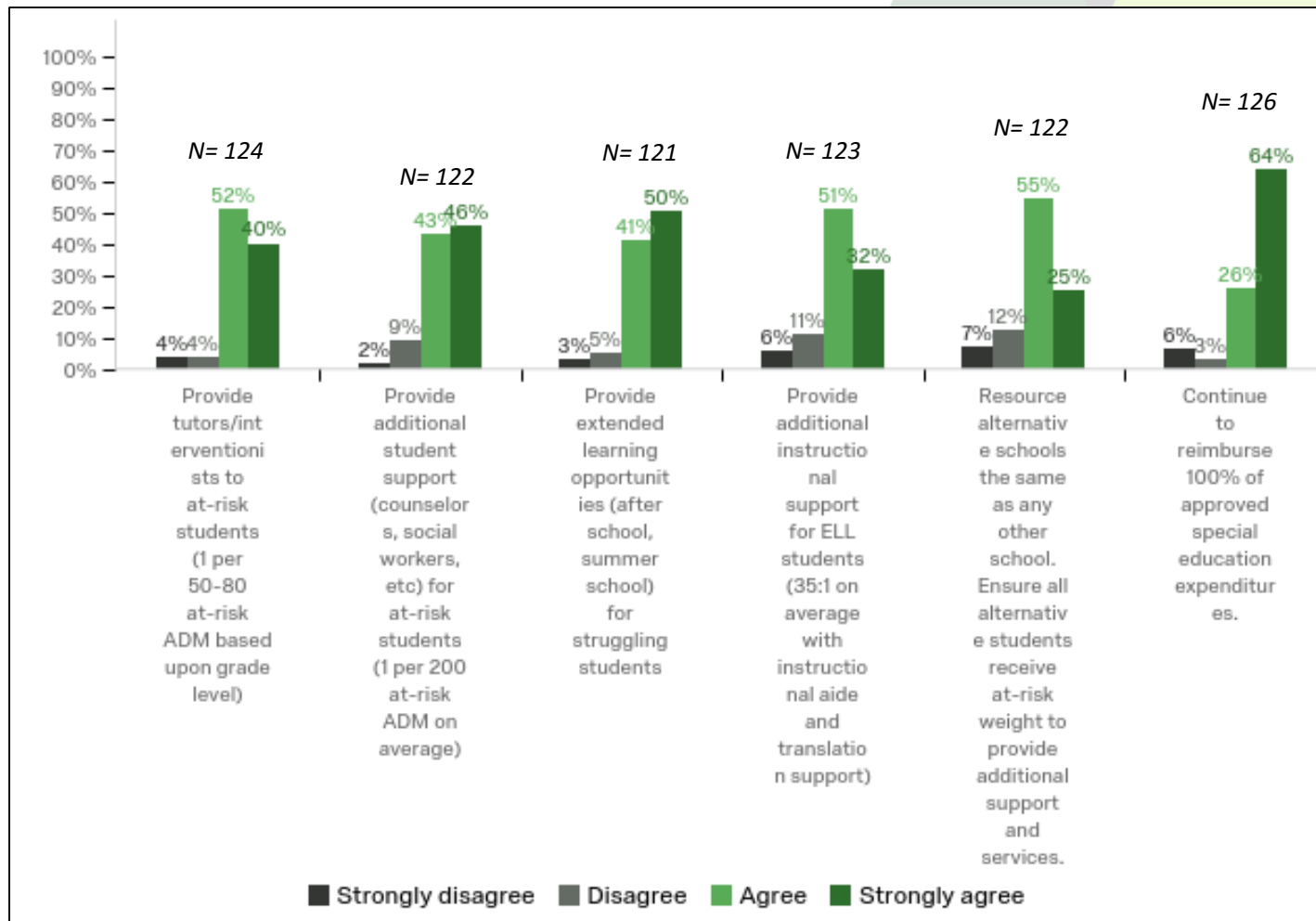
Instructional and Student Support



Instructional and Student Support

- Two-thirds or more of respondents agreed with all recommendations in this area.
- Several participants indicated through additional open response feedback that:
 - There should be increased nurse staffing, particularly at the elementary level, due to the increase in juvenile diabetes, increase in allergies and medicine dispensing to young children, to set up care plans for each individual student with a need, and to align with American Pediatric Association recommendations. Further, participants felt that there was an increased risk for schools that have PT nurses because accidents happen every day.
 - Support staff is important to assist with the increasing social and emotional needs of students and that the counseling ratio should be lower to help support these students.
 - There should be additional tutors.
 - Librarians do not necessarily need to be certified.

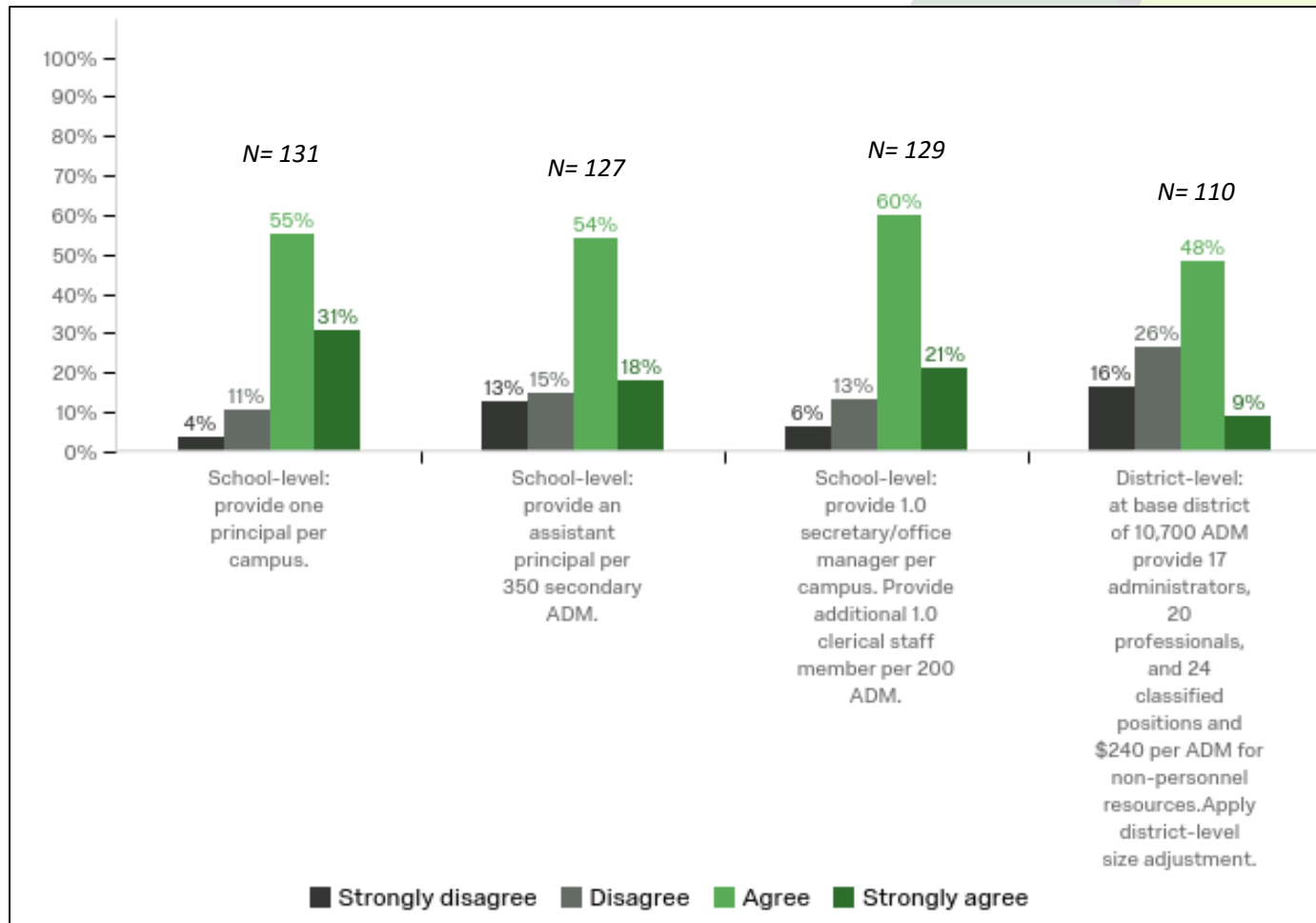
Resources for Special Needs Students



Resources for Special Needs Students

- Most survey participants agreed with all recommendations related to resources for special needs students.
- Participants strongly indicated through open response feedback that special education should be reimbursed at 100%.
- Other open response feedback included:
 - Alternative schools are good idea if they are clearly defined and have lower student-to-teacher ratios.
 - Need to consider the needs of gifted and talented students
 - Expand PEAK classes

Administrative and Clerical Staff



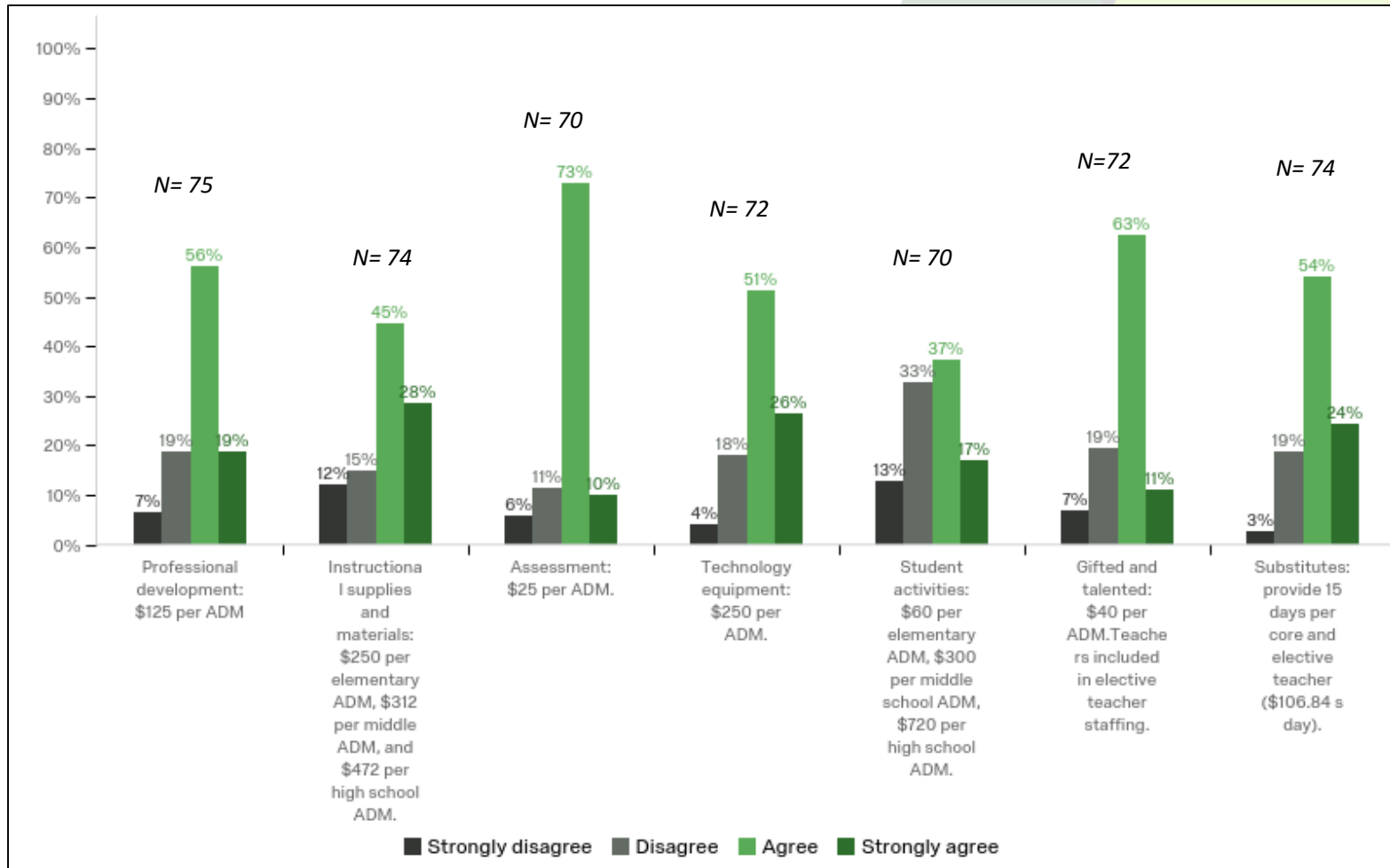
Administrative and Clerical Staff

- Majority of participants agreed with the recommendations in each area.
- For district administration where there was less agreement:
 - 55 percent thought there should be less resources provided
 - 23 percent thought there should be more resources provided
 - 21 percent thought the state should continue to provide the current resources

Administrative and Clerical Staff

- Considering open response feedback, there was no clear consensus about the level of administration and clerical resources at the school and district level:
 - Several respondents suggested additional assistant principal support is needed at the elementary level, often depending on school size.
 - Other respondents felt there was too much administration and suggested resources should be diverted from administration into the classroom.
 - Several respondents suggested consolidating school districts as a means to save money.
 - Several respondents felt it was difficult to estimate district staffing appropriateness in a 10,700 student base district.

Non-Personnel Costs



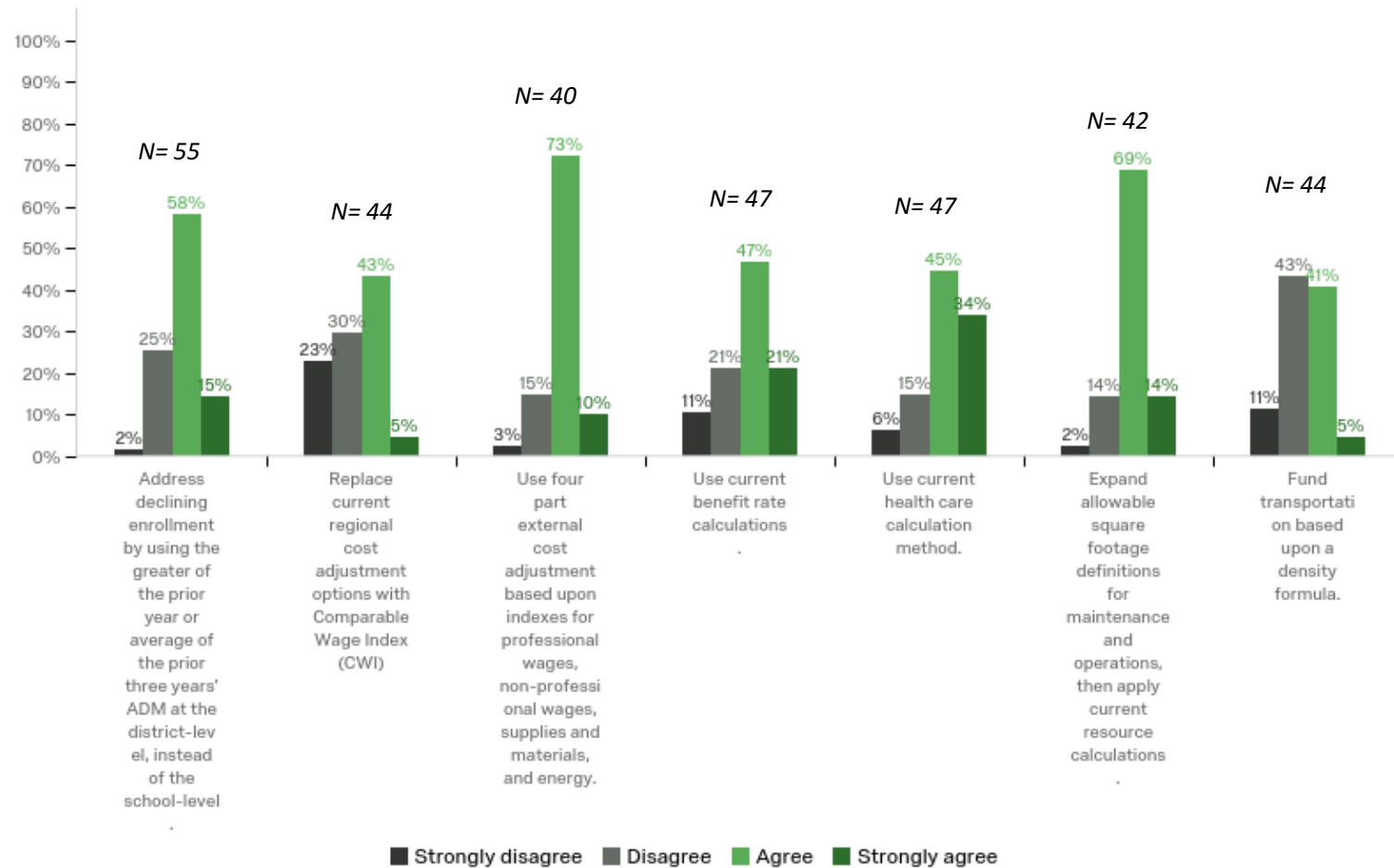
Non-Personnel Costs

- Majority of respondents were in agreement with the recommendations around non-personnel costs, however, responses about student activities were more split.
 - Of those participants that disagreed with the recommendation, responses were almost evenly divided between keeping the current, and providing more or less resources.

Non-Personnel Costs

- Additional open response feedback:
 - Several respondents believe student activities should be based on the regression table provided in the report (*resulting in different amounts provided based upon size*).
 - Responses were mixed on the level of activities funding – ranging from there should be no activities funding (all family-paid and charitable contributions for those unable to pay), to the activity funding at elementary level should be higher, to activity funding should be increased.
 - Responses were also mixed on the number of professional development days – ranging from a belief that teachers should do professional development on their own time, to a belief that 10 days is right, to a belief that secondary teachers should be at 19 days.
 - Several respondents believe substitute pay should match what districts are actually paying.

Model Parameters



Model Parameters

- Responses to the recommendations were positive, except for the RCA and transportation where the majority of respondents did not agree with the recommendations.
- For using a CWI for the RCA, 68 percent wanted to keep the state's current approach.
- Similarly for the density formula for transportation, 60 percent wanted to keep current resourcing.

Model Parameters

- Open response feedback was primarily focused in two areas: updating the RCA with the CWI, and the density formula for transportation.
 - Several respondents believe that using the CWI for the RCA will create a system of “winners and losers” and believe it favors mineral communities. One respondent believes the current RCA is not adjusted high enough for their district.
 - Further, several respondents indicated the desire for the RCA to be relatively stable to enable district planning.
 - Several respondents indicated concern with density in the transportation formula. Respondent suggestions ranged from keeping transportation the way it is, to full funding, to considering new ways to fund transportation.

Shared Services and Consolidation

- Finally, participants were asked if they would like to provide feedback on shared services and consolidation:
 - In general, most respondents agreed that schools and district could/should share services when possible.
 - Many respondents to this question believe districts should consolidate to save money, although a few respondents felt strongly against consolidation, believing the cost savings are not always there, and it could result in higher class sizes.
 - Respondents had varying opinions of great WDE oversight of shared services – with some respondents concerned about the potential additional administrative burdens associated with it, and other respondents supportive of greater WDE oversight and support for shared service.
 - Many respondents noted that transportation is an area where shared services are already occurring, and suggested additional shared services could be incentivized in transportation.



Questions?



Public Comment?